DOCUMENT RESUME

ED 239 733 PS 013 665

TITLE	Classroom Ideas-Fall 1982. Intermediate Edition. Volume 4.
INSTITUTION	Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.
PUB DATE	82
NOTE	55p.; For related documents, see PS 013 644-667.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Class Activities; *Cognitive Development; Intermediate Grades; Language Arts; *Learning Activities; Mathematics Instruction; Poetry; Puzzles; Resource Materials; Science Activities; Self Evaluation (Individuals)
IDENTIFIERS	PF Project; Seasonal Celebrations; Team Sports

ABSTRACT

One of a series of activity guides designed to aid teachers in developing the thinking skills of intermediate grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in September, October, and November; poems; word puzzles and other puzzles; language arts activities; science activities; mathematics activities; activities to help students become aware of their social, mental, and emotional characteristics; activities to develop skills in the team sports of soccer and football; and "sponge" activities for times when there are a few spare minutes in the day. Several of the activities are related to the fall months. An index lists the activities in four categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, and divergent production. (DC)

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FALL WORD SEARCH

WORD LIST

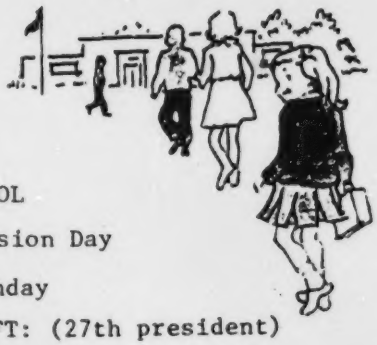
September
Labor Day
school
teacher
apple
fair
October
Columbus
pumpkin
treats
ghosts
goblins
November
veterans
Mayflower
harvest
Thanksgiving
feasts

T	S	B	L	D	A	N	O	V	E	M	B	E	R
H	T	E	Q	P	F	O	O	T	B	A	L	L	I
A	S	O	P	P	R	U	O	X	O	Y	V	H	A
N	A	L	N	T	M	O	C	R	C	F	K	Y	F
K	E	L	F	M	E	L	T	L	G	L	Y	D	T
S	F	A	U	N	W	M	O	G	H	O	S	T	S
G	V	Y	A	D	R	O	B	A	L	W	I	R	N
I	G	X	S	H	H	M	E	E	K	E	V	E	I
V	T	E	A	C	H	E	R	R	R	R	J	A	L
I	F	C	S	U	B	M	U	L	O	C	Z	T	B
N	J	V	E	T	E	R	A	N	S	P	I	S	O
G	E	B	W	H	A	R	V	E	S	T	S	R	G
E	N	I	K	P	M	U	P	X	T	Q	Z	X	D

FIND THE MYSTERY WORD:
A popular game in the Fall is:

_ _ _ _ _ _ _ _ _.

September



6	LABOR DAY
★7	FIRST DAY OF SCHOOL
9	CALIFORNIA: Admission Day
12	JESSE OWENS: birthday
15	WILLIAM HOWARD TAFT: (27th president) birthday (1857)
16	Departure of the MAYFLOWER from Plymouth, England (1620)
	Mexico: INDEPENDENCE DAY
★17	CITIZENSHIP DAY
★	CONSTITUTION DAY
18	Jewish Religious Holiday: Jewish New Year: RASH HASHANA
	INSTRUCTIONAL MATERIALS PREPARATION LAB: Teacher Center, 5801 Sundale Avenue - 9:00 - 2:45
★22	ICE CREAM CONE: birthday (1904)
★23	FIRST DAY OF AUTUMN
23 - Oct. 3	KERN COUNTY FAIR
24	NATIVE AMERICAN DAY
26	JOHNNY APPLESEED (John Chapman): birthday (1774)
27	Jewish Religious Holiday: Day of Atonement: YOM KIPPUR

AUTUMN FIRES

In the other gardens
And all up the vale,
From the autumn bonfires
See the smoke trail!

Pleasant summer over
And all the summer flowers.
The red fire blazes,
The gray smoke towers.

Sing a song of seasons!
Something bright in all!
Flowers in the summer,
Fires in the Fall!

AUTUMN WOODS

I like the woods
In autumn
When dry leaves hide the ground,
When the trees are bare
And the wind sweeps by
With a lonesome rushing sound.

October

1	JIMMY CARTER: (39th president) birthday (1924)
3-9	FIRE PREVENTION WEEK
4	CHILD HEALTH DAY
	RUTHERFORD B. HAYES: (19th president) birthday (1822)
7	THURSDAY INSERVICE COUNCIL, K.E.R.N., Room #129 , 5801 Sundale Avenue, 9:00 - 2:45
8-9	CURRICULUM CONFERENCE, Cal State, Bakersfield
12	COLUMBUS DAY
	Mexico: DÍA DE LA RAZA

14	DWIGHT D. EISENHOWER: (34th president) birthday (1890)
	THURSDAY INSERVICE COUNCIL: K.E.R.N. Room #129, 5801 Sundale Avenue, 9:00-2:45
16	INSTRUCTIONAL MATERIALS LABORATORY: Teacher Center, 5801 Sundale Avenue, 9:00 - 2:00
21	THURSDAY INSERVICE COUNCIL: K.E.R.N. Room #129, 5801 Sundale Avenue, 9:00 - 2:45
30	JOHN ADAMS: (2nd president) birthday (1735)
★31	HALLOWEEN

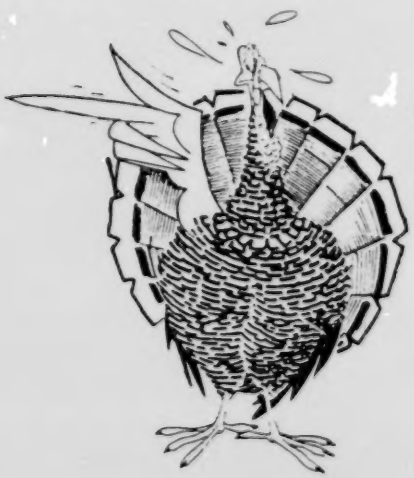
PREDICTION

Yesterday,
It was not there,
This pointed flavor
In the air.

Yesterday,
We gathered leaves
To wear like emblems
On our sleeves.

But now there is
A different feel:
The silver sky
Has rims of steel.

And in the night,
(I know! I know!)
The snow will fly!
The snow! The snow!



★ Activities for these special days are included in this issue.

THEME IN YELLOW

I spot the hills
With yellow balls in autumn.
I light the prairie cornfields
Orange and tawny gold clusters
And I am called pumpkins.
On the last of October
When dusk is fallen
Children join hands
And circle round me
Singing ghost songs
And love to the harvest moon;
I am a jack-o'-lantern
With terrible teeth
And the children know
I am fooling.

November

1-2	Mexico: DAY OF THE DEAD
★2	NORTH DAKOTA: Admission Day (1889)
★	SOUTH DAKOTA: Admission Day (1889)
	JAMES K. POLK: (11th president) birthday (1795)
	WARREN G. HARDING: (29th president) birthday (1865)
11	VETERAN'S DAY
14-20	AMERICAN EDUCATION WEEK
★15-21	National CHILDREN'S BOOK WEEK
18	THURSDAY INSERVICE COUNCIL, K.E.R.N. Room #129, 5801 Sundale Avenue, 9:00 - 2:45
19	JAMES GARFIELD: (20th president) birthday (1831)
	PUERTO RICO Discovery Day
20	Mexico: REVOLUTION ANNIVERSARY (1910)
	ACADEMIC DECATHLON: West High School
23	FRANKLIN PIERCE: (14th president) birthday (1804)
24	ZACHARY TAYLOR: (12th president) birthday (1784)
★25	THANKSGIVING DAY

DATA FOR "STATE OF THE MONTH" ACTIVITIES

STATE	ADMISSION ORDER	CAPITAL	ADMISSION DAY	MOTTO	BIRD	FLOWER
WYOMING	44th state	Cheyenne	July 10, 1890	Equal Rights	Meadow Lark	Indian paintbrush
ARKANSAS	25th state	Little Rock	June 15, 1836	The People Rule (Regnat Populus)	Mockingbird	Apple Blossom
NORTH DAKOTA	39th state	Bismark	November 2, 1889	Liberty and Union, now and forever, one and inseparable)	Western Meadow Lark	none
SOUTH DAKOTA	40th state	Pierre	November 2, 1889	Under God the people rule	Ring-necked pheasant	American Pasqueflower
MISSISSIPPI	20th state	Jackson	December 10, 1817	By valor and arms (Virtute et Armis	Mockingbird	Magnolia
NEW MEXICO	47th state	Santa Fe	January 6, 1912	It grows as it goes (Crescit eundo)	Roadrunner	Yucca
OREGON	33rd state	Salem	February 14, 1859	The Union	Western Meadow Lark	Oregon grape
MAINE	23rd state	Augusta	March 15, 1820	I direct (Dirigo)	Chickadee	White pine cone and tassel
LOUISIANA	18th state	Baton Rouge	April 30, 1812	Union, justice, and confidence	Pelican	Magnolia
MINNESOTA	32nd state	St. Paul	April 11, 1858	The North Star (L'Etoil du Nord)	Common loon	Showy ladyslipper

The STATE TREES for the above states are as follows: WY - Cottonwood; AR - Pine; ND - American elm; SD - Black Hills spruce; MS - Magnolia; NM - Pinon; OR - Douglas fir; ME - White pine tree; LA - Bald cypress; MN - Red pine

The source of the above information is Information Please Almanac 1980, Simon and Schuster, New York, NY.

State of the Month...

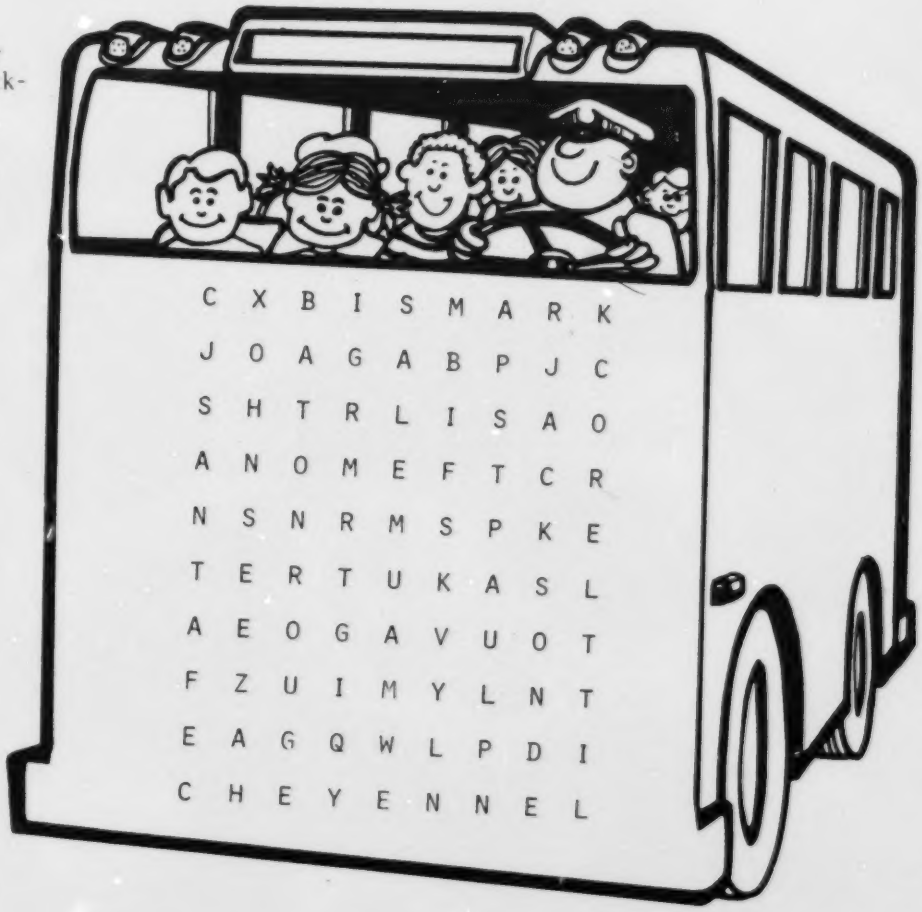
BACK TO SCHOOL

School busses all over the nation will be picking up students to go back to school in September. Some of these students live in the states you will study in the State of the Month activities.

Listed below are all of the states you will find in CLASSROOM IDEAS this year. Beside each state, write the name of its capital city.

Then find those ten cities in the Word Search puzzle.

~*~



1. WYOMING _____
2. ARKANSAS _____
3. MINNESOTA _____
4. OREGON _____
5. LOUISIANA _____
6. NORTH DAKOTA _____
7. SOUTH DAKOTA _____
8. MISSISSIPPI _____
9. MAINE _____
10. NEW MEXICO _____

WYOMING

Capital _____

Statehood _____

Motto _____

State bird _____

state flower _____ State tree _____

Chief Products

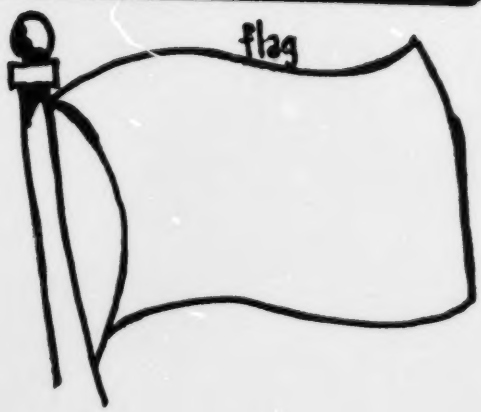
Agriculture _____

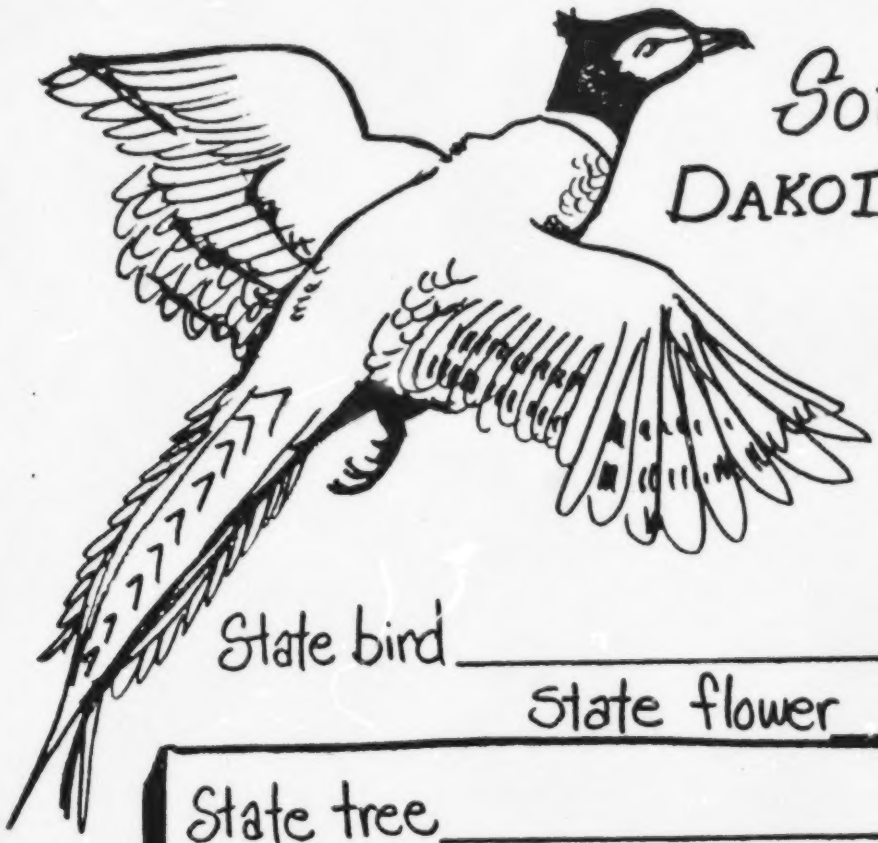
_____

Manufacturing _____

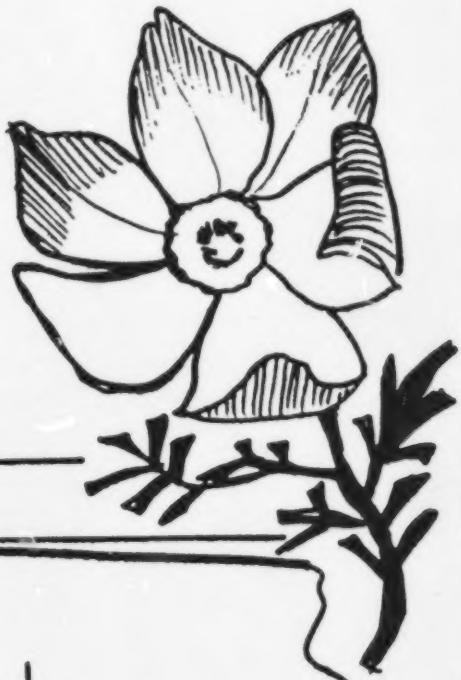
Mining _____

Resources _____





South Dakoia



State bird _____

State flower _____

State tree _____

Capital _____ Statehood _____

Motto _____

Chief Products

Agriculture _____

Manufacturing _____

Mining _____

flag

NORTH DAKOTA

Capital _____

Statehood _____

Motto _____

State bird _____

State flower _____

State tree _____

Chief Products

Agriculture _____

Manufacturing _____

_____

Mining _____

flag

ARKANSAS

Capital _____ Stateflower _____

State bird _____ State Tree _____

Statehood _____

Motto _____

Chief Products

Agriculture _____

_____

Mining _____

_____

Manufacturing

_____

state Flag _____

_____

_____

UP, UP & AWAY

Write the following words in the correct categories listed below. Then alphabetize the words in each category on a separate piece of paper.

spaghetti
untangle
leotard
squid
biscuit
helmet
volunteer
exercise
macaroni
macinaw

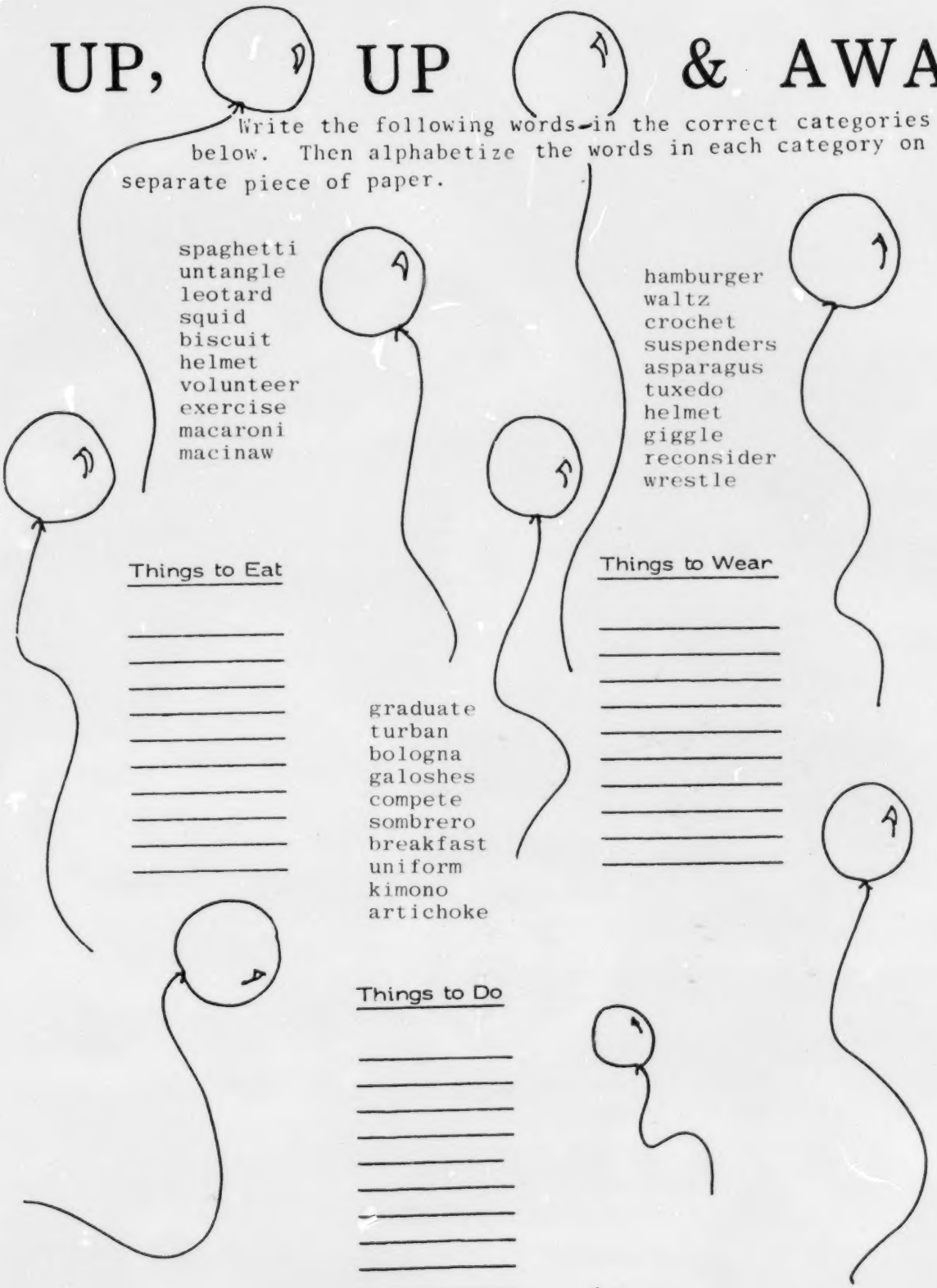
hamburger
waltz
crochet
suspenders
asparagus
tuxedo
helmet
giggle
reconsider
wrestle

graduate
turban
bologna
galoshes
compete
sombrero
breakfast
uniform
kimono
artichoke

Things to Eat

Things to Wear

Things to Do

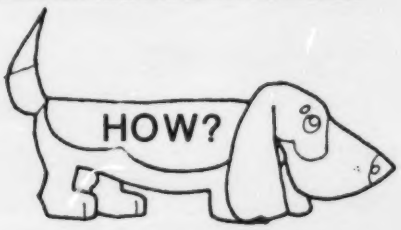


13

READ 'N SORT

Read each word or group of words below. Decide if they tell you: Who, What, How or Where. Then write the word or phrase in the proper column.

Extra: Write sentences by choosing one word or phrase from each column. Use a selection from each column in each sentence. You may use the selections more than once as long as the complete sentence is different. Can you write 5 sentences? 10 sentences? 15 sentences?



in a circle
the five men
the sisters
carefully
in the bedroom
at the beach
leaped
the gray kitten
joked
giggled
silently
in the garden
five elephants
Grandmother
my teacher
danced
softly
in Texas
through the tunnel
playfully
noisily
in a cave
the grasshopper
cried
plodded
slowly
earnestly
beautifully
at the circus
under the table
asked
Johnny
hurried
at school
the king
Sue and Lil
crawled
answered
joyfully
skillfully

TWO TO GO !!!

In each box, draw a line between the syllable in the first column and the syllable in the second column that will form complete words.

in	pass
rad	stone
tug	way
cac	print
Ro	tus
blue	vent
lime	ish
com	boat
sub	man
pol	len

frac	ful
va	land
thank	fall
wood	tion
rain	vel
tra	go
car	tion
Chi	ten
un	less
lis	por

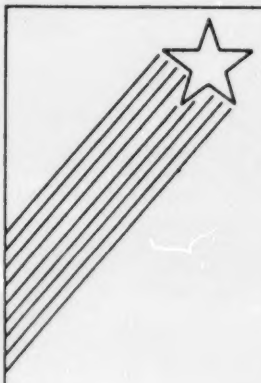
snow	ledge
por	ern
jer	scribe
pre	ther
west	plow
know	less
ham	tray
fur	mer
hope	ger
dan	sey

prac	coln
men	tice
act	work
check	tion
frame	set
fright	ive
day	book
Lin	en
clo	shot
sling	dream

Alternatives to Answering Questions at Chapter's End

Drama

Dramatization
Favorite Stories
Interview
Pantomime
Play Reading
Poetry
Puppets
Role Play
Silent Film Scripting
Slide-Tape Story
Tableau

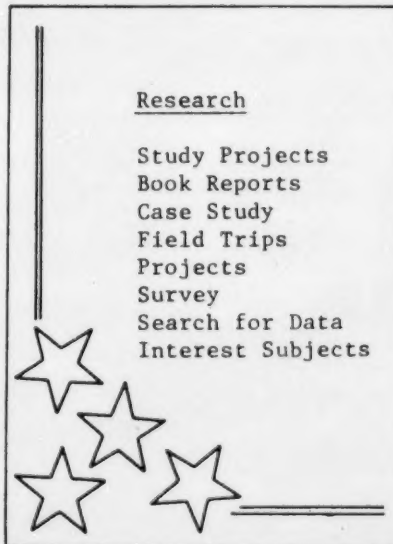


Lecture

Chalk Board
Demonstration
Film
Interview (Class Guest)
Flip Charts
Monologue
Overhead Projector
Taped Story
Choral Reading
Diagrams, Charts
Map

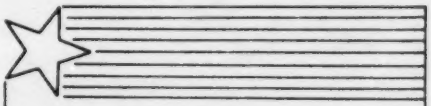
Discussion

Panel
Question Answer
Problem Solving
Film Talk Back
Debate
Buzz Groups
Brainstorming
Small Group
Large Group



Research

Study Projects
Book Reports
Case Study
Field Trips
Projects
Survey
Search for Data
Interest Subjects



Music

Lyric Response
Lyric Writing
Musical Commercial
Song Comparison
Write Original Song
Paraphrase a Song
Compare Score with Lyrics
Answer Question posed by Contemporary Song

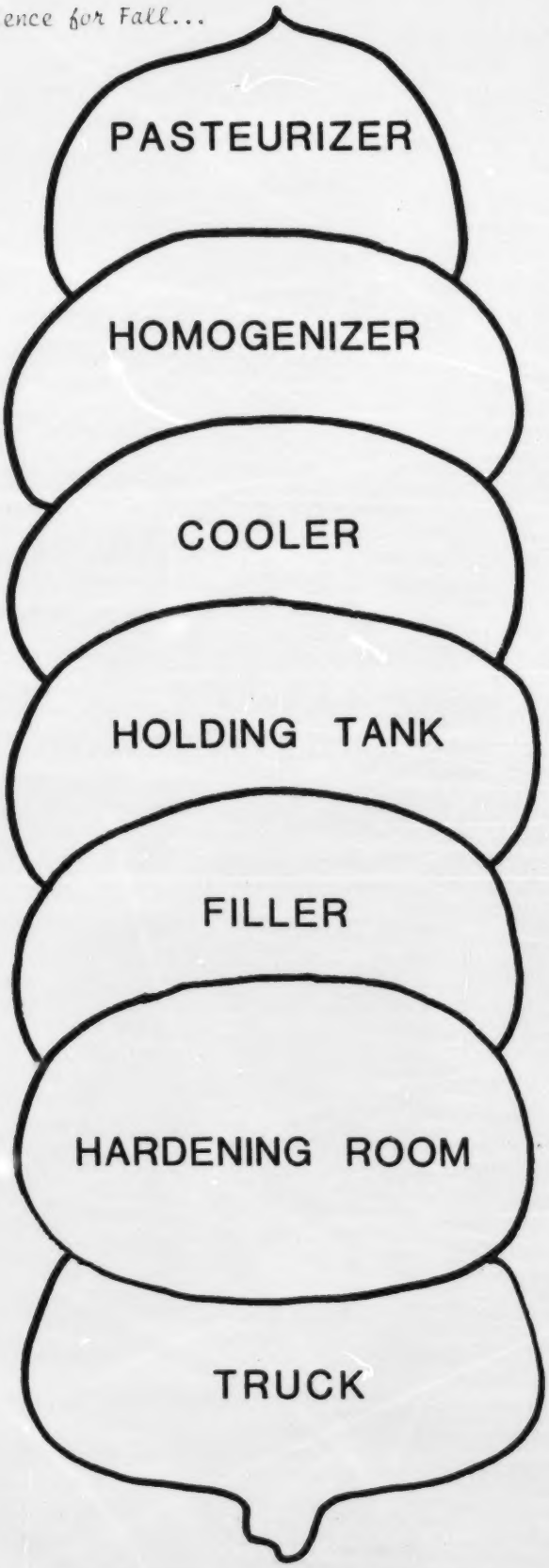
Writing

Puzzles
Question Box
Report
Reaction Sheets
Self Evaluations
Story Writing
T.V. Script
Word Association

Character Comparison
Contemporary Story
Creative Writing
Dialogue
Doodles
Drawings
Letter Writing
Log, Journal, Diary
News Story
Outline
Paraphrase
Poetry - Haiku
Psalm
Lyric
Free

Art

Cartoon Strip
Coat of Arms
Collages and Montages
Displays and Exhibits
Drawings
Maps
Mobiles
Murals
Paintings
Posters
Rhebus
Symbol Design
Time Lines
Newspaper
Photography



HOW ICE CREAM IS MADE

In the ice cream factory, the ingredients are first combined into a mix. The mix is then heated in a pasteurizer. This kills harmful bacteria and helps keep the mix from spoiling.

The hot mixed materials then flow into a homogenizer, which breaks up the tiny drops of butterfat, so that the finished ice cream will have a rich flavor and smooth texture.

The mix is then pumped over very cold pipes in the cooler. This cools the mix to from 32° to 40° F. and makes it thicker and more syrupy.

The mixture next goes to a stainless steel holding tank; then on to the freezer.

Commercial ice cream freezers are metal cylinders surrounded by a freezing mixture, usually liquid ammonia. The temperature is kept at about -10° F. The liquid ice cream is poured into the metal containers and is constantly stirred by electrically-operated paddles. The mixture begins to freeze at about 28° F. and the constant beating and stirring ensures that the entire liquid stiffens at an even rate.

The partially frozen ice cream is removed from the containers and moves to the filler which packages the ice cream.

An endless belt carries the packages into the hardening room for at least 12 hours at a temperature of about - 15° F. In some commercial ice cream the flavoring is part of the original mix; in others the flavoring materials are added while the mix is being frozen.

* * * * * * *

It is said that the ice cream cone was invented by accident in September of 1904.

An ice cream vendor at the Louisiana Purchase Exposition in St. Louis, Mo. kept running out of clean dishes. A pastry maker in a nearby booth came to the rescue with cone-shaped pastry which they then filled with the ice cream.

What a lucky day that was for all of us!

A Cool Treat

Does this ice cream flavor word search puzzle contain <u>your</u> favorite flavor?

Solve the puzzle by finding the 13 flavors listed in the ice cream cone.

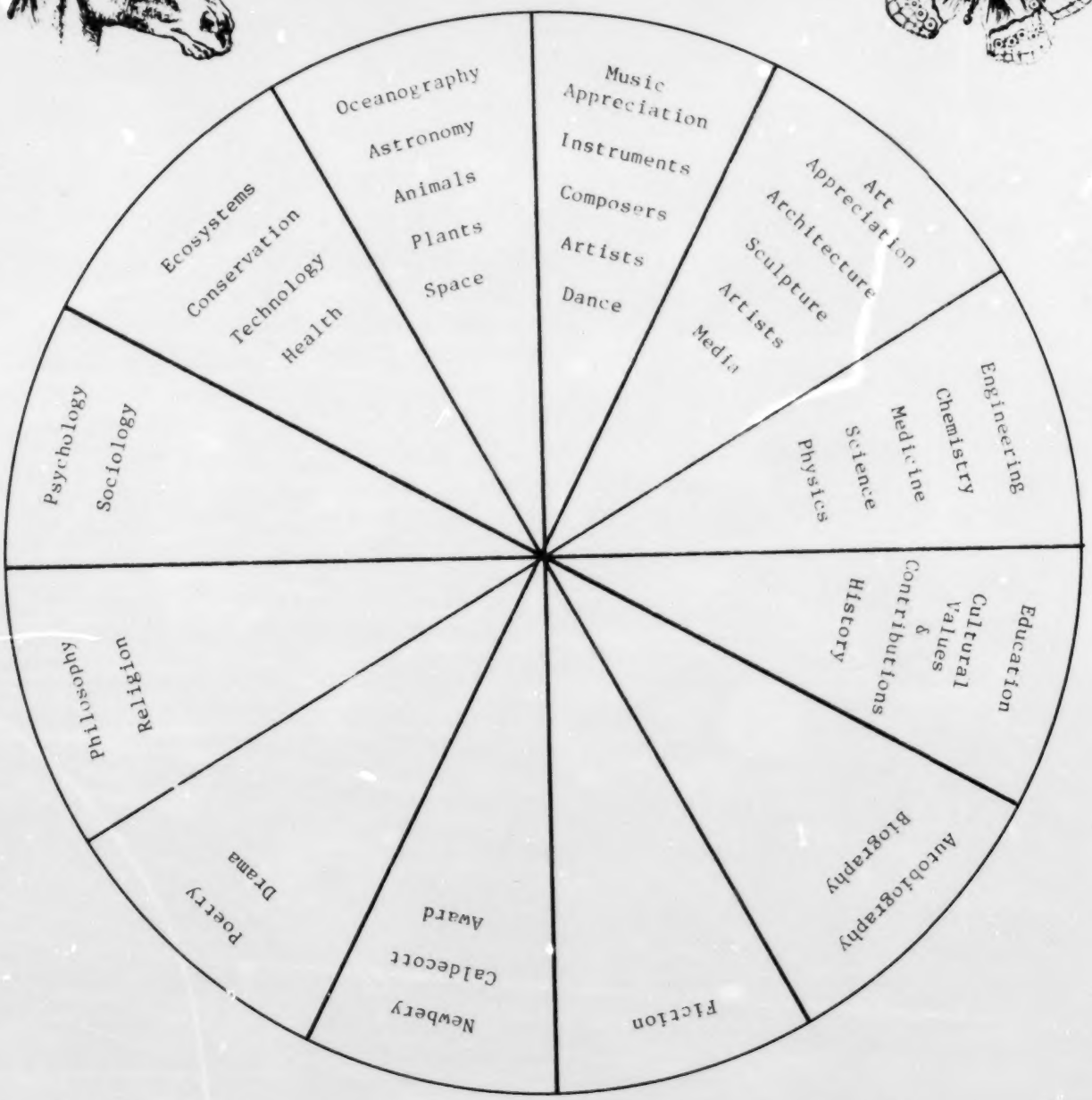
Then find the mystery flavor that is not listed. What is it?

_____

		Y	D	N	E	O	P	O	L	I	T	A	N
F	F	R	R	X	R	P	D	P	T	N	H	O	Q
U	B	R	C	R	E	A	O	B	I	C	F	K	V
D	G	E	H	O	Q	L	U	H	O	B	S	A	A
G	S	B	O	C	A	R	A	M	E	L	N	U	T
E	C	W	C	K	L	W	D	M	T	I	A	Y	N
R	F	A	O	Y	G	Y	Z	C	L	E	C	X	I
I	W	R	L	R	N	Z	T	L	V	K	E	R	M
P	A	T	A	O	D	J	A	V	P	U	P	L	R
P	I	S	T	A	C	H	I	O	L	I	R	L	E
L	E	K	E	D	J	M	H	X	W	Y	E	N	P
L	E	M	O	N	C	U	S	T	A	R	D	T	J	P
	B	L	A	C	K	W	A	L	N	U	T	K	E
I	N	O	M	U	P	S	O	I	V	H	U	M	P
											B		

TO THE TEACHER: Use the ice cream "scoop" on the preceding page, along with the cone in the puzzle above, to make an attractive project for reinforcement or bulletin board display. The children can lightly color the scoops and the cone, being careful not to block out the writing. Then cut them out, leaving the scoops in a strip and cutting on the dotted lines above the cone. Use this tab to glue the scoops onto the cone. After gluing, tape may be used on the back of the project to reinforce the connection.

Reading Wheel



A good learner and reader will choose books about a wide variety of subjects. Use the Reading Wheel to help you choose books of many different types. By putting a mark or sticker in each segment of the wheel after you have read a book from that group, you can keep a record of your reading habits. A librarian can help you to choose books if you are not familiar with certain types.

TWO FOR THE MONEY

Here is a good way to S T R E T C H your vocabulary! You are going to use the following word list in <u>two</u> ways.

<u>First</u>, read each word. In the blank after the word, write the number of syllables in that word.

1. invincible	_____	6. goslings	_____	11. suffocate	_____
2. pharmacist	_____	7. inherited	_____	12. cultivated	_____
3. monotone	_____	8. maltreat	_____	13. invasion	_____
4. semitropical	_____	9. vertical	_____	14. centuries	_____
5. incubator	_____	10. abdomen	_____	15. parallel	_____

<u>Second</u>, use the words from the list above to fill in the blanks in the following sentences.

1. The professor could not stand to see people _____ the animals.
2. For several minutes, he watched the mother goose and her _____.
3. Marianne remembered when the eggs were hatched in the _____.
4. Gigantic stone castles were built in Germany many _____ ago.
5. They provided protection from _____ by the king's enemies.
6. No fortress is completely _____ and sooner or later most noblemen were defeated.
7. A _____ must have a thorough knowledge of chemistry.
8. The ancient Chinese may have _____ their fierce, warlike ways from their ancestors.
9. He spoke in a dull _____ that put the audience to sleep.
10. The jungle vines grew rapidly in the _____ climate.

HOW MANY WORDS CAN YOU MAKE FROM THE LETTERS IN

Thanksgiving

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

HEADLINERS

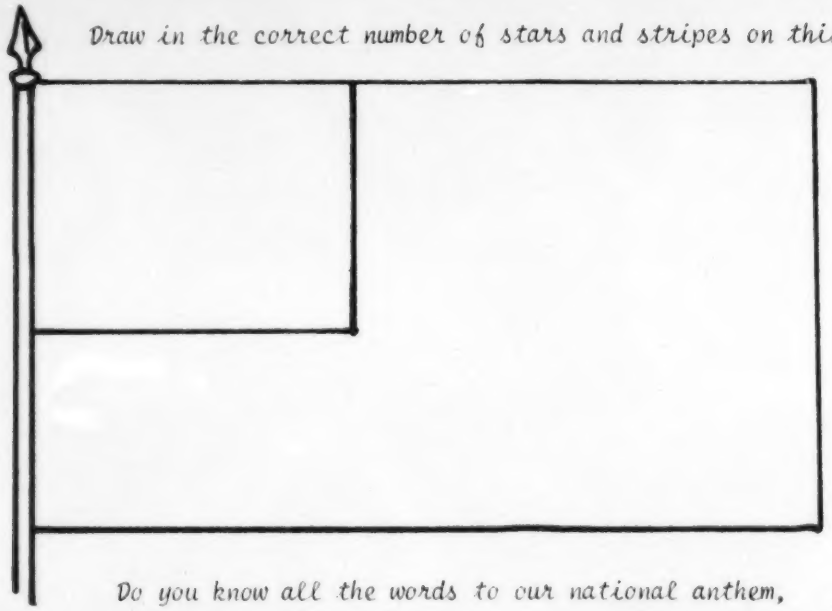
Can you identify the story or the characters from the headlines below? You will be able to test how well you remember stories and poems you have known.

1. YOUNGSTER VANISHES IN A FREAK STORM
2. CLEVER BUILDER OUTWITS SLY ADVERSARY
3. POOR BARGAIN BRINGS ULTIMATE WEALTH
4. FRIEND EAGER TO ASSIST IN PAINTING PROJECT
5. REMOTE COUNTRY HOME VANDALIZED BY BLONDE
6. CONTINUED LIES ELONGATE NOSE
7. FRIENDLESS ORPHAN ADOPTED BY A GROUP OF MINERS
8. ENORMOUS WOODSMAN PERFORMS AMAZING DEEDS
9. SERIOUS OVERCROWDING DISCOVERED IN STRANGE DWELLING
10. COUPLE SUFFERING EATING PROBLEMS REACH AGREEMENT
11. TWO YOUTHS INVOLVED IN ACCIDENT, ONE SERIOUSLY INJURED
12. MUSICAL FELINE, AMUSED CANINE WITNESS LUNAR LEAP
13. RURAL HOUSEWIFE TERRORIZED BY SIGHTLESS RODENTS
14. SLEEPING SICKNESS VICTIM AWAKENED BY ROYAL KISS
15. LENGTHY TRESSES AID SUITOR
16. SHEPHERDESS CARELESSLY PERFORMS HER DUTY
17. FUGITIVE PAIR FLEES ON RAFT
18. ODD PAIR EMBARK ON OCEAN VOYAGE IN VEGETABLE-COLORED VESSEL

ANSWERS: 1. *Wizard of Oz*; 2. *The Three Pigs*; 3. *Jack and the Beanstalk*; 4. *Tom Sawyer*; 5. *Goldilocks and the Three Bears*; 6. *Pinocchio*; 7. *Snow White and the Seven Dwarfs*; 8. *Paul Bunyan*; 9. *Old Lady in a Shoe*; 10. *Jack Sprat*; 11. *Jack and Jill*; 12. *Cat and the Fiddle*; 13. *Three Blind Mice*; 14. *Sleeping Beauty*; 15. *Rapunzel*; 16. *Little Bo Peep*; 17. *Huckleberry Finn*; 18. *The Owl and the Pussycat*

September 17 is CONSTITUTION DAY... ☆ ☆ ☆

Draw in the correct number of stars and stripes on this flag.



Do you know all the words to our national anthem, ☆

☆ *The* **Star-Spangled Banner** *?*

Fill in the blanks below with the correct words from the song.

_____ say, can you _____ by the dawn's _____ light

_____ so _____ we _____ at the twilight's

_____ gleaming -

_____ broad _____ and _____ stars _____ the

perilous _____.

O'er the _____ we _____ were so gallantly

_____?

And the _____ red _____, the bombs _____

in air

Gave _____ through the night that our _____ was _____

there.

Oh, say, does that _____ banner yet wave?

O'er the _____ of the _____ and the _____ of the _____?

Using the Dictionary

PART 1 - KNOWING YOUR ALPHABET

Many children never pay much attention to the dictionary because they do not know what an interesting and helpful book it can be.

Before any effective use can be made of the dictionary a person must be very familiar with the alphabet - not just know the letters in order, but have a clear, handy picture of the whole alphabet ready to use at all times. The exercises included here should provide practice in that skill.

Exercise 1 - Opening Your Dictionary

When you wish to find a word in the dictionary, you will save time by opening the book as close to the right place as possible. If you wish to find the meaning of the word, banyan, for example, you would want to open the book near the front. Should you be looking for the word waddle, you would open the book near the end.

It may be worth your while to practice opening your dictionary to see how close you can come, on the first trial, to the word you are looking for. Here are some words to practice with.

Directions: Look at the first letter of the word. Decide about where in the dictionary it should be. Open your book. On the blanks beside the words, write the name of the letter where you really opened the book. As you move along in your study of the dictionary, come back to this exercise several times and see how you are improving!

Word	Where I opened the dictionary
1. caret	_____
2. yam	_____
3. mauve	_____
4. handful	_____
5. rivet	_____
6. energy	_____
7. scornful	_____
8. reckon	_____
9. jasper	_____
10. trinket	_____

Exercise 2 - Words in Alphabetical Order

Here is another short exercise to help you improve your skill in alphabetical order.

Directions: Look at the columns of words listed. In each column, cross out the words which spoil the alphabetical order. Copy each list correctly on another sheet of paper.

Test 1	Test 2	Test 3	Test 4
aileron	deal	northwest	tavern
burro	hidden	seven	useless
task	ivory	orange	account
cover	January	pest	visit
doubt	keep	weaver	whisper
even	zenith	question	rite
crash	friend	rally	overboard
fresh	load	swerve	yard
grand	money	powder	zero

Look at the list you have written. What have you discovered about the words? Which letter is missing?

Exercise 3 - Word Pairs, Which Comes First?

Directions: Draw a ring around the word in each pair that comes first in the dictionary. Use your dictionary to prove your answer.

1. frank - find
2. clever - crash
3. essay - eleven
4. book - brand
5. lave - lean
6. knave - keel
7. peal - price
8. wood - widen
9. rivet - rover
10. invest - irk
11. smart - slave
12. action- automatic

25

Exercise 4 - Inserting Words in Order

Directions: The words in the four columns are arranged in alphabetical order. Copy them on a piece of paper (in order), but leave a blank line after each word. Following the list is another group of words. Write each of these words between the two words already on your list, so they will be in alphabetical order. For example, barrel, will be written between alluvial and blanket.

accurate	extra	night	strangle
alluvial	feel	notice	test
blanket	haven	otter	upper
charm	insert	park	useless
dangle	justice	rustic	waver
dishevel	matter	shell	wool

Words to add:

barrel	crash	esteem	favorite
hurl	Moslem	obituary	reason
sanity	trousers	wasteful	wean

Exercise 5 - Two Word Lists to Alphabetize

Directions: For each list, number a sheet of paper to 12. Then copy the words in each list in alphabetical order.

LIST 1

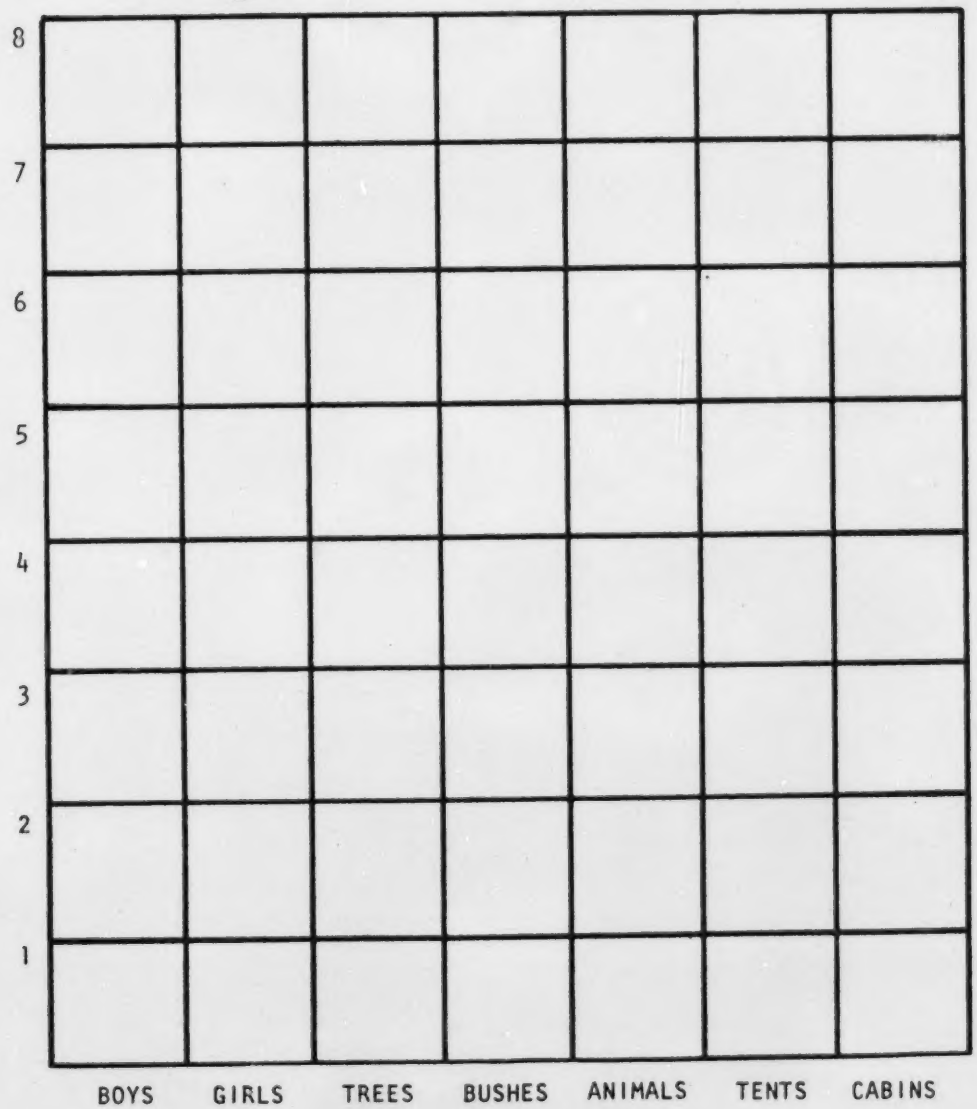
lively	right	grasp	unite
basket	invest	trunk	arrest
deny	scooter	crush	xylophone

LIST 2

shave	syllable	skate	sod
sunny	sport	sight	seven
sacred	scorn	swing	startle

SUMMER CAMP

Graph how many boys, girls, trees, animals, bushes, tents, cabins are in the picture.

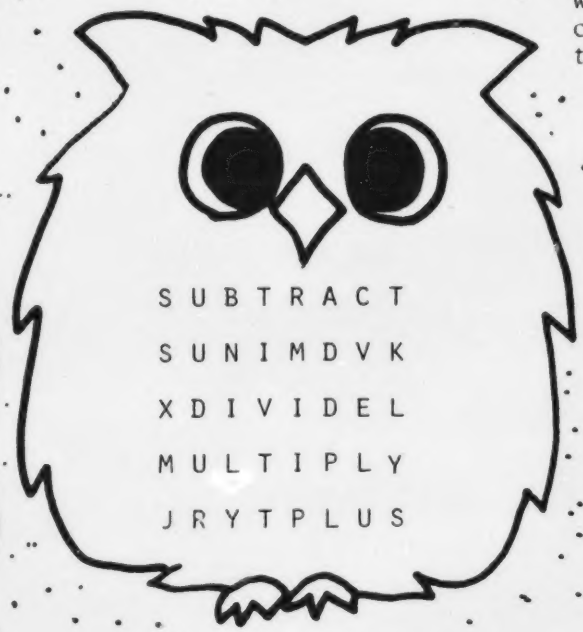


Mini-Math

Word Searches

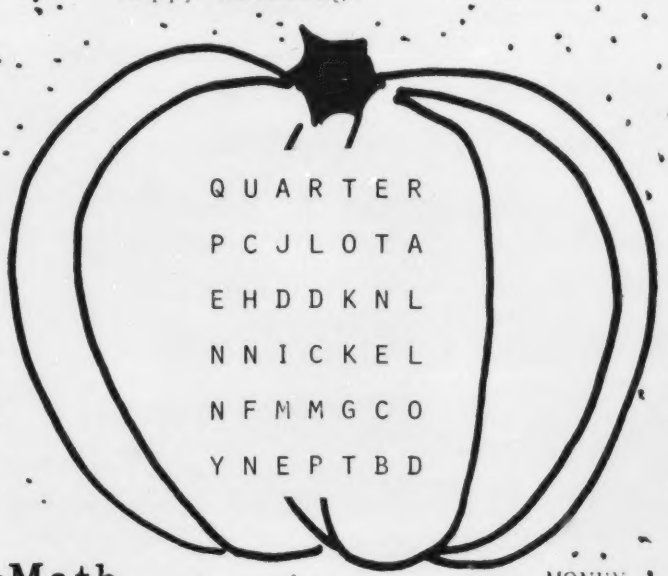
Each little puzzle contains six hidden math vocabulary words. No word lists are given, but each figure contains words in the area of math that each label describes.

Happy Haunting!



S U B T R A C T
S U N I M D V K
X D I V I D E L
M U L T I P L Y
J R Y T P L U S

OPERATIONS



Q U A R T E R
P C J L O T A
E H D D K N L
N N I C K E L
N F M M G C O
Y N E P T B D

MONEY

B M V Q S P G E
D I A M E T E R
L K W B D A Y A
I T U R A J H U
N C I R C L E Q
E L G N A B E S

GEOMETRY

X D H C N I
N R U L E R
P A B H F E
J Y F O O T
L D M I L E
R J T G C M

LINEAR MEASURE

MATH RIDDLE BONANZA!

Directions: Solve the problems behind each riddle and you will get the number answer.

1. How many peas in a pint? **(15+3)-(8+4)-5 =**

2. If 2 is company and 3 is a crowd, what are 4 and 5? **(10+8)-(6+2)-1 =**

3. If cookies cost 26¢ a dozen, how many could you get for a cent and a quarter? **(25+1)-(9+2)-3 =**

4. How many 20¢ stamps in a dozen? **(10+3)+(2+3)-6 =**

Directions: Solve the math problems behind each riddle to get the letter answer.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

5. I occur once in every minute, twice in a moment, and never in ten years. What am I? **(8+8)-7+(1+3)=**

6. What do we have in December that we don't have in any other month? **(7+6)+4-(9+4) =**

7. What's at the end of everything? **(9+8)-2-(5+3)=**

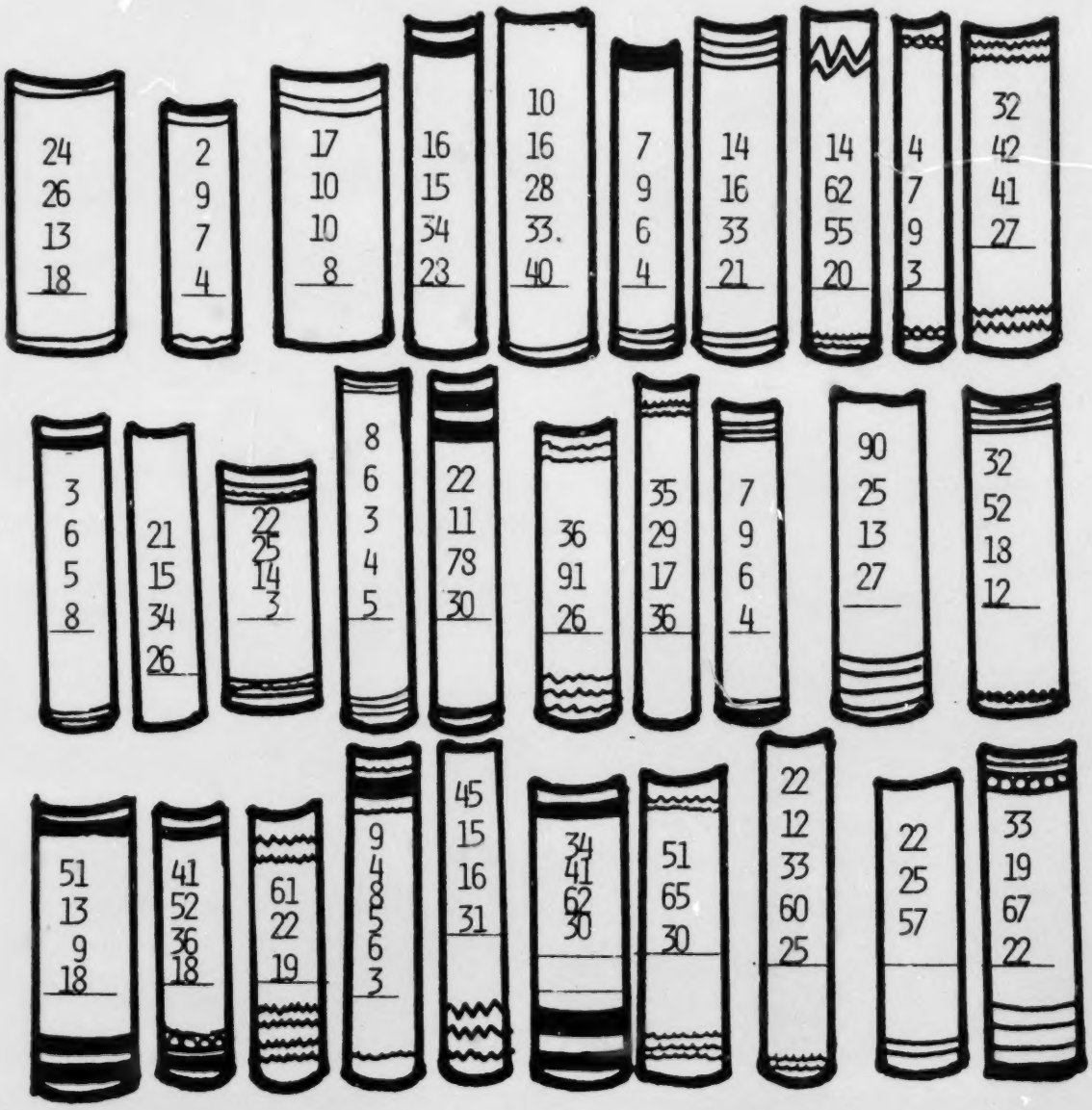
8. What's in church, but not in steeple, the minister has it, but not the people? **(20+3)+8-(7+6) =**

The Reader's Dilemma

Mr. Reader likes to put his many books on the shelf by their subject matter, but Mrs. Reader thinks it is more important for the books to look nice on the shelves, so she arranges them by color!

To see how Mrs. Reader has sorted the books, first solve the column addition problems on the spine of each book. Use the last numeral of your answer with the color code below to color each book.

1 = PURPLE	3 = ORANGE	5 = GREEN	7 = BROWN
2 = YELLOW	4 = RED	6 = BLUE	



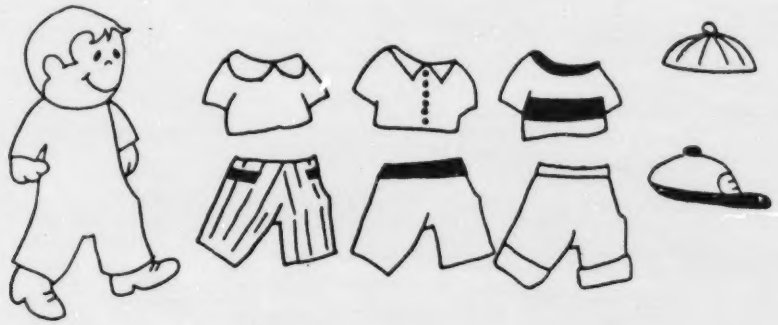
WHAT DO YOU THINK?

Who has the best plan for shelving the books? Why? How would you classify your book collection?

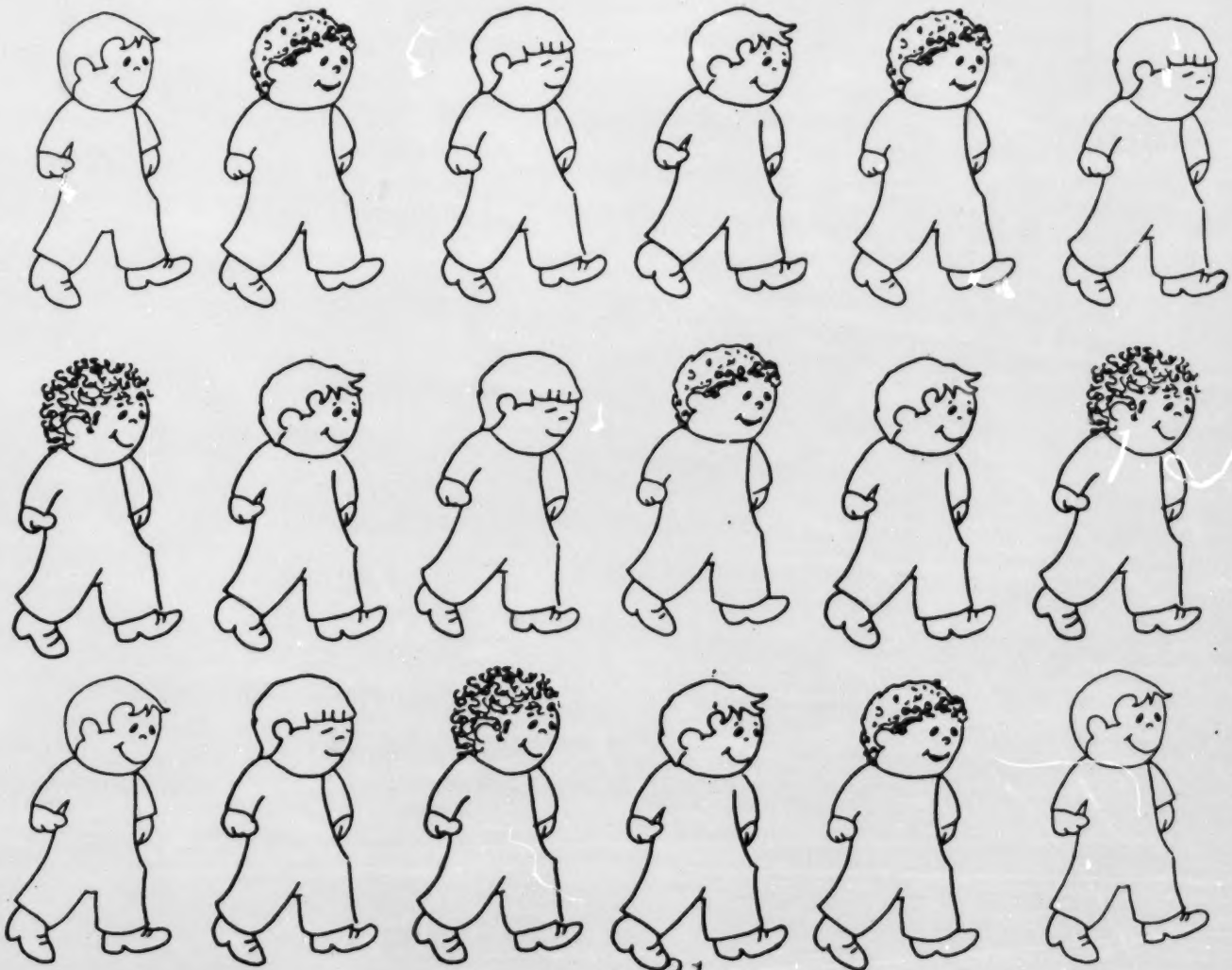
30

HOW MANY OUTFITS?

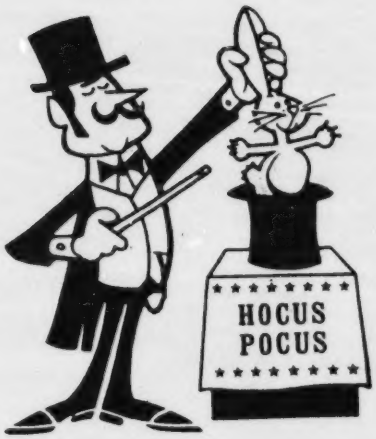
This boy went shopping for new school clothes. This is what he bought. How many different ways can you dress him so that he is wearing pants and a shirt and a hat?

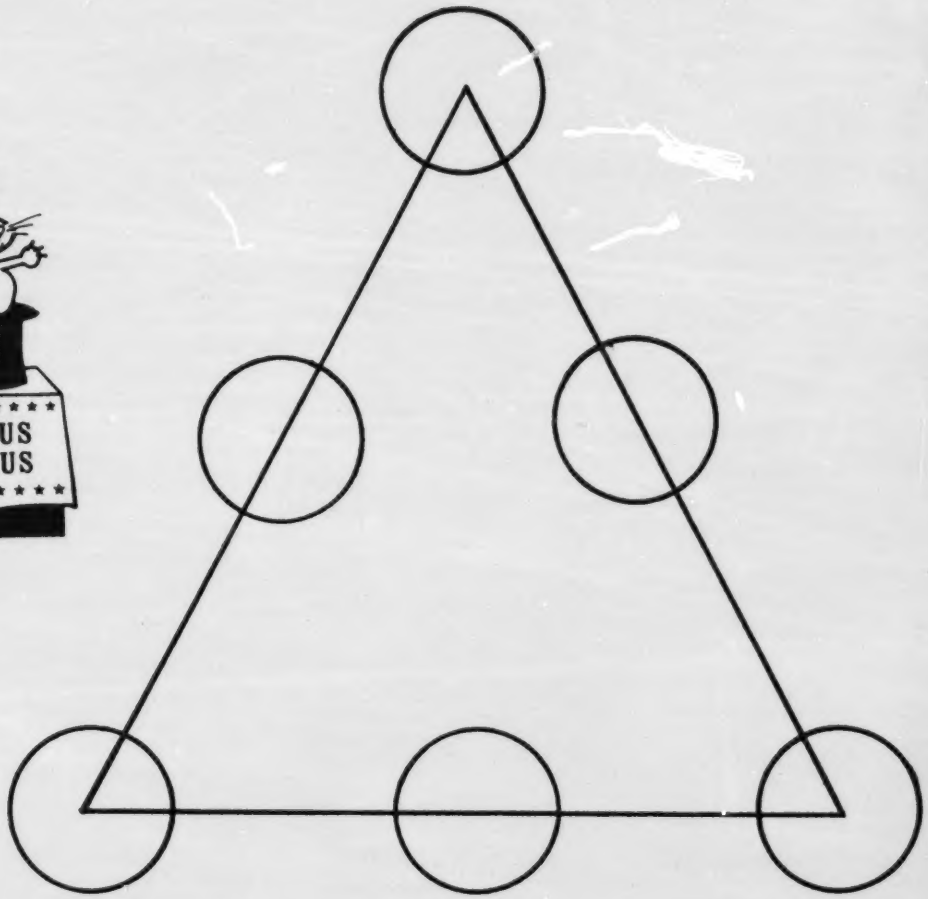


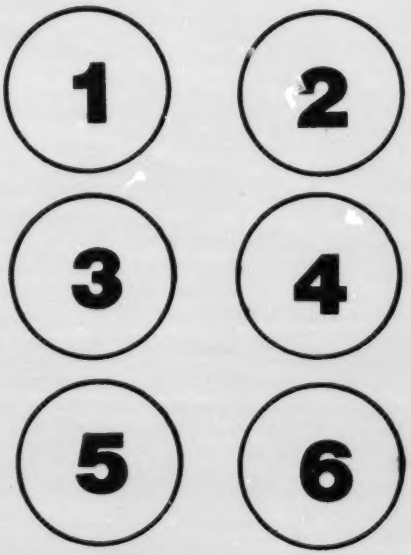
Prove your answer by drawing clothes like those above on the boys below to show each possible outfit.



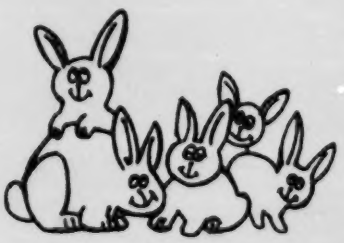
THE MAGIC TRIANGLE







Directions: Cut out the circles with the numbers 1 to 6. Arrange the numerals in the circles so that the sums of the numerals on each of the three sides of the triangle are the same.



NAME _____ Division Facts Drill #1

2)6	6)42	7)0	3)9	3)24	8)64	4)20	9)45
4)16	5)30	7)49	9)72	2)12	5)25	2)16	3)15
7)28	6)54	2)10	9)27	8)56	3)18	2)14	4)36
9)18	7)63	2)8	4)24	8)32	9)81	7)21	5)40
2)4	8)8	1)1	3)12	6)36	7)35	8)48	1)0

NAME _____ Division Facts Drill #2

4)8	3)9	8)72	6)18	7)14	4)16	5)45	6)36
3)27	6)24	8)40	7)21	7)35	6)48	1)9	4)32
5)5	5)10	9)36	8)16	5)20	6)12	2)4	5)25
4)12	5)15	7)42	9)54	7)49	9)81	6)0	8)64
4)28	7)56	3)6	8)8	2)18	8)24	6)30	9)63

NAME _____ Division Facts Drill #3

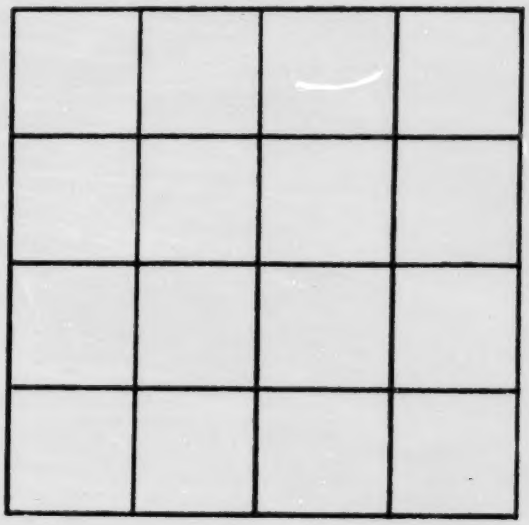
3)12	1) 0	4)16	5)25	7)49	1) 2	6) 0	1) 1
3) 6	9)81	8)48	4)36	2)14	6)24	3)15	2)16
2) 8	8)64	2) 4	9)45	3) 9	8)32	2)12	9)27
2)18	7)63	3)24	6)42	3)18	5)30	3)21	7)28
4)20	9)72	2)10	6)54	5)35	8)56	5)40	6)36

NAME _____ Division Facts Drill #4

2)18	4)32	8)64	2) 6	6)42	6)12	3)21	9)36
1) 5	9) 0	8)72	1) 1	7)63	9)81	7)56	3)18
2) 4	3)12	6)36	4)28	5)25	5)45	4)16	2)14
2) 8	3) 9	6)48	5)10	3)24	5)35	3)15	4)24
9)27	6)30	2) 0	8)16	4)20	6)54	7)49	5)40

FUN with GEOMETRY

HOW MANY SQUARES CAN YOU FIND
IN THE LARGE SQUARE BELOW?



Hint: Think of this square as 4 units by 4 units. Count the squares that are 1 x 1, 2 x 2, etc.

Extra challenge: How many rectangles are in the above figure?

C.H.O.I.C.E. Activities

PURPOSE

To help pupils become aware of their social, mental and emotional characteristics.

MATERIALS

1. Worksheet #1 (one copy per pupil). Next pages.
2. Worksheet #2 (more than one copy per pupil may be necessary). Next pages.

INTRODUCTION

Say: "Today, class, we will begin a unit in which each of you will study a fascinating subject--yourself. What are your strengths, weaknesses, likes, dislikes, physical and mental characteristics, abilities, and interests? This unit will help you find out."

CLASS ACTIVITIES

1. Pupils independently and individually check appropriate responses and answer questions on Worksheet #1.
2. Pupils exchange, mark, then return Worksheet #2.

SUMMARY

1. Students should be made aware that there are no right or wrong responses. They may certainly feel free to keep their work private if they desire.
2. Discuss question at bottom of Worksheet #2. What are some reasons why others don't see you the way you see yourself? (Pupils' self-awareness may not be accurate. Classmates' assessment may not be accurate.)

PROJECT CHOICE #64, "SELF-AWARENESS," A CAREER EDUCATION UNIT FOR GRADES 5 AND 6, OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVENUE, BAKERSFIELD, CA 93309

WORKSHEET #1

My Personality Traits

Quickly check a response in the appropriate column:

I AM . . .

	always	usually	sometimes	seldom	never
happy					
selfish					
shy					
bossy					
eager					
friendly					
witty					
handy					
cheerful					
confident					
sloppy					
funny					
understanding					
leader					
quiet					
talkative					
adventurous					
proud					
lively					
follower					
clever					
loyal					

WORKSHEET #1 (continued)

	always	usually	sometimes	seldom	never
jealous	_____	_____	_____	_____	_____
smart	_____	_____	_____	_____	_____
loving	_____	_____	_____	_____	_____
kind	_____	_____	_____	_____	_____
obedient	_____	_____	_____	_____	_____
helpful	_____	_____	_____	_____	_____
rebellious	_____	_____	_____	_____	_____
trustworthy	_____	_____	_____	_____	_____
sneaky	_____	_____	_____	_____	_____
honest	_____	_____	_____	_____	_____
gentle	_____	_____	_____	_____	_____

Now put an X in front of each characteristic you would like in a friend.

Compare the responses about yourself with the traits that have X's by them.

Do you have some of the same traits that you desire in your friends?

How many X's did you mark after traits that you think you have.

always ____ usually ____ sometimes ____ seldom ____ never ____

Choose the three traits from the list that you would most like others to use to describe you.

_____

_____

_____

Which three traits do you think your parents consider the most important?

_____

_____

_____

WORKSHEET # 2

How do others see you?

Put your name at the top of this page then exchange papers with a friend.

Directions: Circle the traits that you think describe the person whose name is at the top of this page.

	always	usually	sometimes	seldom	never
happy					
selfish					
shy					
bossy					
eager					
friendly					
witty					
handy					
cheerful					
confident					
sloppy					
funny					
understanding					
leader					
quiet					
talkative					
adventurous					
proud					
lively					
follower					
clever					
loyal					

WORKSHEET #2 (continued)

	always	usually	sometimes	seldom	never
jealous	_____	_____	_____	_____	_____
smart	_____	_____	_____	_____	_____
loving	_____	_____	_____	_____	_____
kind	_____	_____	_____	_____	_____
obedient	_____	_____	_____	_____	_____
helpful	_____	_____	_____	_____	_____
rebellious	_____	_____	_____	_____	_____
trustworthy	_____	_____	_____	_____	_____
sneaky	_____	_____	_____	_____	_____
honest	_____	_____	_____	_____	_____
gentle	_____	_____	_____	_____	_____

When you are finished, return it to the person whose name is at the top of the page.

When this page is returned to you, compare the traits circled with those you recorded about yourself on Worksheet #1.

Do your classmates see you the same way you see yourself?

Mostly _____ Somewhat _____ Not at all _____

WHAT ARE YOUR PERSONALITY TRAITS?

QUIET? LIVELY? SAD? FRIENDLY?

HAPPY? CLEVER? TALKATIVE? SHY?

You need:

-pencil

-paper (2 pieces)

-a friend

At the top of your paper write "My Personality Traits."

Here is a list of personality traits. Read them carefully and write on your paper all the ones that you think apply to you. Keep your list private and give this card to a friend. Ask your friend to list the traits that he or she thinks describe you.

Compare their list to yours. Do your friends see you the same way you see yourself?

(It will be interesting to repeat this with several friends!)

Personality Traits

happy	cheerful	adventurous	loving
selfish	confident	proud	kind
shy	sloppy	lively	obedient
bossy	funny	follower	rebellious
eager	understanding	clever	trustworthy
friendly	leader	loyal	sneaky
witty	quiet	jealous	honest
handy	talkative	smart	gentle

Who Are You?

You need:

-pencil

-paper

You are very special. You are unique*. This card will help you get to know your physical self.

Copy these sentences filling in the blanks.

I am _____ years old. I am _____ feet _____ inches tall and I weigh _____ pounds. My hair is _____ and my eyes are _____.

I would describe myself as _____

_____.

People often refer to me as _____

_____.

Two things I like about my physical self are:

1. _____
2. _____

If I could change one thing about my physical self I would change

_____.

*Unique means "one-of-a-kind." That means there is no one else on earth exactly like you.

WHAT DO YOU VALUE?

SECURITY

FRIENDS

POWER

You need:

-pencil

STATUS

-paper

MONEY

&

-a friend

FAMILY

Do this card with a friend.

Read this list of value statements. Values are things we consider important. If you agree with a statement, write the number and letter that is in front of the statement. Remember there are no right or wrong answers. (Don't let your friend see your answers until you are both finished.)

1. a. You should always try to save some of your allowance.
   b. Money is for spending. Spend it!

2. a. My friends understand me better than my family.
   b. My family understands me better than my friends.

3. a. It is best to have one good friend.
   b. It is better to have lots of friends.

4. a. Girls are neater than boys.
   b. Boys are neater than girls.
   c. Neither group is neater.

5. a. I would rather be smart than pretty or handsome.
   b. I'd rather be handsome or pretty than smart.

6. a. It is important to always tell the truth.
   b. Telling the truth is not always the best thing.

7. a. School is mostly a bore.
   b. School is interesting and rewarding.

8. a. Children should be given a regular allowance.
   b. Children should have to earn their spending money.

9. a. Having money is more important than having friends.
   b. Having friends is more important than having money.

Discuss and compare your responses with your classmates. Do you agree on everything?

Why or why not? (Hint: Do we all have the same <u>values</u>?)

PURPOSE To aid the students in developing a positive self-image.

INTRODUCTION Say: "You've been learning a lot about yourself this week. The way we feel about ourself is called our self-image. Your image is what you see when you look at yourself in a mirror. Your self-image is what you see when you look inside of yourself. Do you like yourself? Are you frequently proud of yourself? If we want others to like us it is important for us to first like ourself."

CLASS ACTIVITIES

1. View film.
2. Discuss ways in which we can help or hurt another person's self-image.
3. Discuss how we can like ourselves better

SUMMARY Review self-image ideas as they evolved in the discussion.

PURPOSE To help the pupils become more aware of their self-characteristics.

MATERIALS

1. Worksheet #3 (one copy per pupil), next pages.

INTRODUCTION Say: "If you didn't have to be in school right now what would you like to be doing? (Allow for responses.) If you could do anything you wanted after school what would you do? (Response.) What we choose to do in our leisure time can help us learn more about ourself. Here is an interesting worksheet for you."

CLASS ACTIVITIES

1. Students independently fill out worksheets.

SUMMARY Discuss results: Did you find out anything interesting about yourself? Were any of you surprised by the questions on the second page?

WORKSHEET #3

My Leisure Time

Make a list of things you do in your leisure time.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

My very favorite leisure time activity is_____

_____

Make a list of leisure time activities that you have not yet done but would like to do:

_____ _____ _____

_____ _____ _____

_____ _____ _____

On both lists put the following symbol by each activity.

An O if it is something you like to do with OTHERS.

An A if it is something you prefer doing ALONE.

An R if it is an activity which involves some RISK.

A $ if it costs MONEY to do this.

A P if it requires PHYSICAL abilities.

An I if it requires INTELLECTUAL abilities.

An F if it is something your FATHER would enjoy too.

An M if it is something your MOTHER would enjoy too.

WORKSHEET #3 (continued)

How many activities did you have in each category?

O _____ $ _____

A _____ P _____

R _____ I _____

Both A & O _____ Both P & I _____

M _____ F _____

Both M & F _____

Did you learn anything new about yourself? Can you find any patterns in what you like to do?

Do you require a lot of money to do the things you enjoy? _____

Are you more like your mother or your father? _____

Neither or both of them? _____

Are you a loner or do you prefer being with others? _____

Do you like to take risks? _____ Are you an intellectual or a physical person? _____

What skills, knowledge and abilities do you have now? _____

_____

_____

What skills, knowledge and abilities would you like to acquire? _____

_____

_____

_____

PURPOSE To enable pupils to recognize and learn to accept their emotions.

MATERIALS

1. Chalk and chalkboard.
2. Suggested film: Feelings - Don't Stay Mad, #3582 (available from Instructional Resource Center, Office of the Kern County Superintendent of Schools).
3. Film projector.

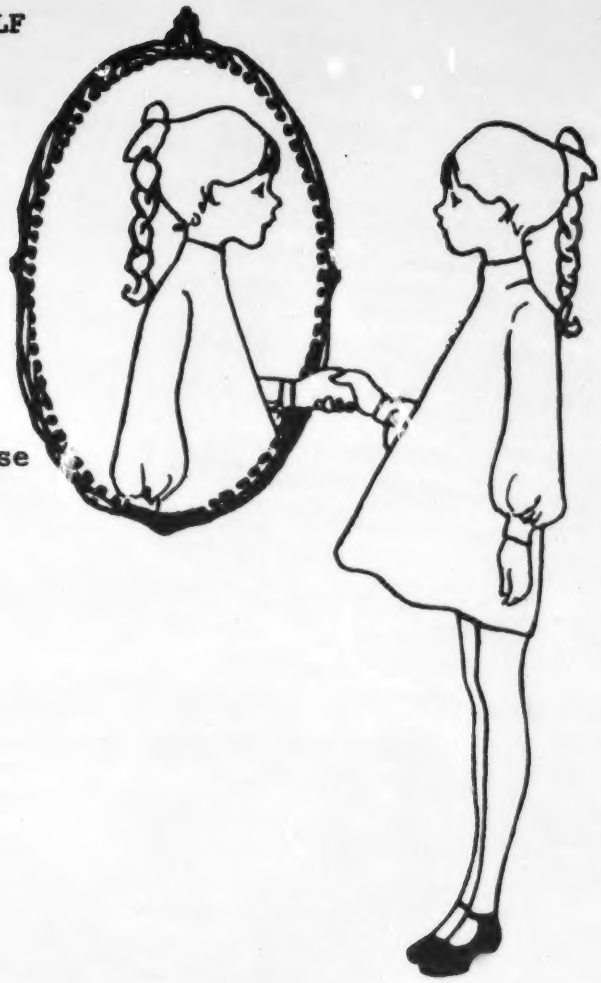
INTRODUCTION Say: "The different ways we feel are called our emotions. Let's make a list of some of our emotions." (List might include love, hate, anger, sad, lonely, scared, excitement. It may be necessary to solicit responses by asking questions such as, "How would you feel if. .?")

CLASS ACTIVITIES

1. Show films and discuss.
2. List emotions.
3. Discuss reasons for feeling emotions. Help students become aware that different people feel different emotion for different reasons. For example, a ride on the Matterhorn may excite one person and cause fear in another.
4. Pupils divide into small groups. Groups are given 10 minutes to improvise brief skits illustrating various emotions listed. (Situations should be as real life as possible!)
5. Perform skits for class. Audience take notes on emotions they observe in each skit.

SUMMARY After skits, compare notes with audience and performers to determine if actors did a good job of displaying emotions!

KNOW YOURSELF



You need:

-paper

-pencil

Get to know yourself! Choose 5 of these sentences to complete:

I feel great when . . .

I am best at . . .

I work best when . . .

I play best when . . .

I like people when . . .

I feel sad when . . .

I like to be alone when . . .

Something to think about:

Would your answers have been the same 3 years ago?

One year ago?

Would they be the same next year? Five years from now?

YOU AS A FAMILY MEMBER

You need:

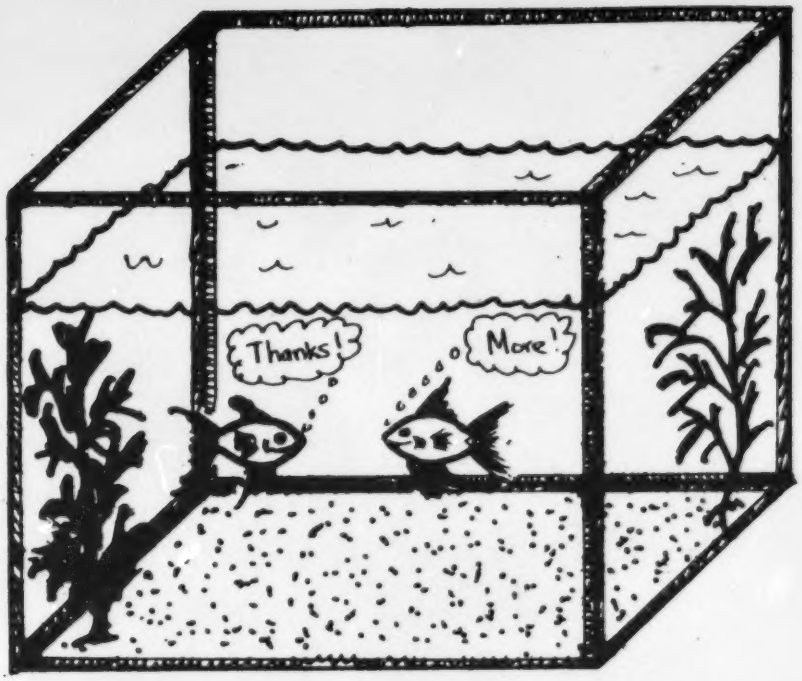
-paper

-pencil

Here is a picture of an older brother helping his little sister. He is a family member--a brother--and because of this role he has certain responsibilities. As family members we all have many roles and responsibilities. You may be a brother/sister, son/daughter, niece/nephew, grandson/granddaughter, aunt/uncle, and cousin. With the different relationships in a family go different responsibilities.

Choose one of the family roles that apply to you and write about some of the responsibilities that go with that role. For example, if you are an older brother, you may be responsible for cleaning up after a younger sister.

WHAT WOULD YOUR PET SAY?



You need:

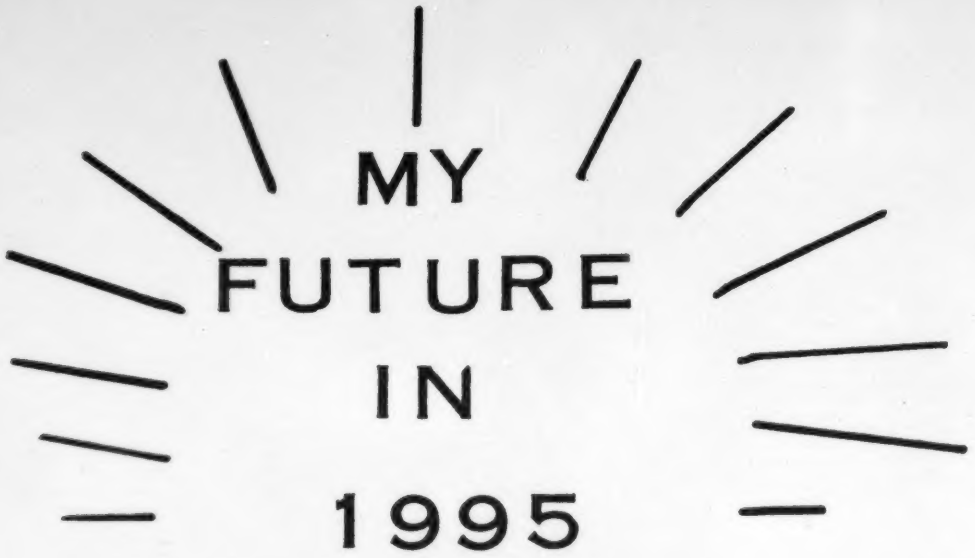
-paper

-pencil

-a good imagination!

What would your pet* say if he or she could talk? Write yourself a letter--sign it from your pet. What will your pet say? Does he like his food? What do you do that he enjoys the most? What would he like you to do? What would he like you to give him? What does he appreciate about you? Would he like you to improve your behavior toward him in any way?

*If you don't have a pet pretend you have any pet of your choice--a horse? a chimpanzee? a panda bear?
Be imaginative!



You need:

-paper

-pencil

Write this story and fill in the blanks:

In 1995 I expect to be a _____, earning
(occupation)
$ _____ a year. In my work I'll be trying to _____.

I'd like to be _____ with _____ children,
(married or single)
_____ _____ for pets, living in _____
(how many) (what) (town)
_____ _____.
(state) (country)

My most treasured possession will be a _____,

and on vacations I will enjoy _____.

I predict that 20 years from now we will travel around by

_____ and there will be no more _____

_____.

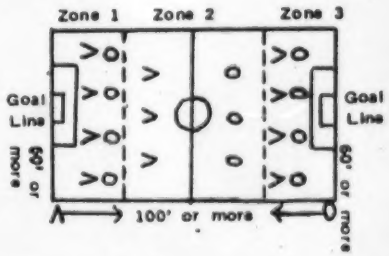
Lead-up Games for Team Sports

All team sports in the junior high and high schools have their beginnings in the skills developed in the primary and intermediate grades. Before students are ready for team sports, they must have developed an adequate degree of proficiency in the basic skills.

The lead-up games help to build these important skills. Students will enjoy playing these games and, at the same time, will be improving their skills and knowledge through a well-rounded physical education program.

Name: ZONE SOCCER

Outcome: Physical Fitness: leg development, agility, cardiovascular efficiency
Motor Perception: body image, directionality
Movement Skills: locomotion, reception, propulsion



Equipment: Soccerball

Formation: Two teams in 3 zones

How to play: Each team is divided into three equal groups, one group for each zone shown in the diagram. The object of the game is to kick the ball over the opponent's goal line. The game begins with a kickoff as in soccer. In the diagram the players on Team V in Zone 1 are goal guards; they may not move out of that one zone. Players on Team V in Zone 2 are halfbacks; they may play in both Zone 2 and Zone 1. Players on Team V in Zone 3 are forwards; they may play in Zone 3 and Zone 2.

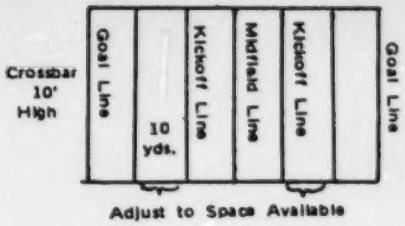
After a point has been scored, the forwards take the places of the goal guards and the goal guards take the places of the halfbacks; the halfbacks take the places of the forwards. Play is then resumed as described above with a kickoff by the side scored upon. If the game continues for more than three or four minutes with neither side scoring, the referee should blow the whistle, have the players rotate positions, and resume play at the spot where the ball was when the whistle blew.

Fouls:
1. Touching the ball with the hands or forearms, except on the part of the goal guards, who may catch the ball with the hands;
2. Pushing, holding, shoving, or blocking an opponent;
3. Over-stepping the zone lines;
4. Kicking the ball across the goal line above the heads of the goal guards.

Penalties:
1. For Fouls 1, 2, and 3, a free kick is awarded to the opposing team: A free kick is executed as in soccer.
2. For Foul 4, a throw-in is given to the opponents.

Out-of-Bounds: Any ball kicked over the sidelines shall be put into play by a throw-in, as in soccer.

Scoring: One point is scored each time the ball is kicked over the opponent's goal line, except as in 4 under Fouls. No goal may be scored on the kickoff or on a free kick.



FOOTBALL

Name: KICK FOOTBALL

Outcomes: Physical Fitness: arm, shoulder, trunk and leg development, agility
Motor Perception: body image, directionality
Movement Skills: locomotion, reception, propulsion

Equipment: 1 football

Formation: Two teams

How to Play: Players try to advance the ball across the opponent's goal line by passing or running. The ball is put in motion by a place kick from the kickoff line 10 yards behind mid-field. The receiving team must have 7 men not closer than 10 yards nor farther than 20 yards from the ball. The other players may be placed behind the 10-yard line.

After the kickoff, the receiving team runs or passes the ball up the field as far as it can before the player with the ball is touched or an attempted pass is not completed. The last player on a complete play--either the passer of an incompleted pass, or a runner who is touched--returns to the place he was touched, or the point from which the incompleted pass was thrown, and punts the ball to his opponents.

FOOTBALL

Name: TEACHER BALL

Outcomes: Physical Fitness: arm and shoulder development, agility
Motor Perception: directionality
Movement Skills: reception, propulsion

Equipment: Softballs

Formation: Teams, single line facing leader

How to Play: On signal, the player in front, "teacher," throws the ball and receives it in return from each successive team member. If one of the team drops the ball, the "teacher" must start over again with the first player. The first team to go all the way through its line wins. Rotate players after each game until each has had a chance as "teacher."

Teaching Suggestions: Players can be spaced farther apart as their ability increases.

Variations: "Teacher" throws a ground ball or fly ball to successive players who return the ball to him on the fly.

Intermediate

"SPONGE" ACTIVITIES

In every school day, there are those odd-shaped minutes - when certain students, or the whole class, find a little extra time to fill. These stray moments can add up to a lot of lost time over a few days - but the creative, on-your-toes teacher will find many rewarding ways to turn that wasted time into valuable learning time.

Here are some suggestions that might help you to utilize the students' total time in school for maximum learning. We think both you and the students will find them interesting and exciting. Soon, you will be creating your own.

1. List the continents of the world.
2. Make up three names for magazines.
3. Name as many kinds of windstorms as you can.
4. Take a number. Write it. Now make a face out of it.
5. Name as many gems or precious stones as you can.
6. Write the names of all the girls in the class.
7. Name as many teachers at this school as you can.
8. List as many states as you can.
9. How many countries and their capitals can you name?
10. How many baseball teams can you name?
11. Write down as many cartoon characters as you can.
12. List as many kinds of flowers as you can.
13. List all the things in your living room.
14. Name as many kinds of ice cream as you can.
15. Write what you would do if you saw an elephant in the backyard.
16. List as many nouns in the room as you can.
17. List one manufactured item for each letter of the alphabet.
18. List five parts of the body above the neck that have three letters.
19. Write: (a) an abbreviation (b) A Roman numeral (c) a trademark (d) a proper name (biographical) (e) a proper name (geographical)
20. Turn to your neighbor. One of you tell the other about an interesting experience you have had. The listener must be prepared to re-tell the story to the class.

The common thread of all educational activities should be development of the ability to think. The skills involved in thinking do not come automatically or develop by themselves. The natural abilities possessed by children need training and development. Keeping this in mind, the activities in CLASSROOM IDEAS are organized within the five operations of the mind as defined in the research of Dr. J.P. Guilford and his structure of the intellect model. These operations are: cognition, memory, convergent production, divergent production and evaluation.

OPERATION/ACTIVITY	PAGE(S)
COGNITION	
Word Search	1,5,15,25
Historical Events	2,3
State of the Month Data	4, 6-9
Classification	10,11
Alphabetizing	10
Ice Cream Facts	14,15
Reading Wheel	16
Vocabulary Stretchers	17
Using the Dictionary	21-23
MEMORY	
Poetry	2,3
Headliners	19
Flag Completion	20
CONVERGENT PRODUCTION	
Sentence Creation	11
Word Completion	12
Graphing	24
Math Riddles	26,27
Math Activities	26,32
Team Sports	49,50
DIVERGENT PRODUCTION	
Word Creation	18
C.H.O.I.C.E. Activities	33-48